CCGP Performance Review

STANDARD X: *Career Exploration and Development.* The program provides assistance for students in career development, including awareness and exploration, job seeking and finding skills, and post-high school placement.		
Levels of Performance		
School CCGP Team – Circle the boxes or highlight the indicators for your self-evaluation of your program performance. Review Team – Check the boxes that indicate your evaluation of this program's level of performance.		
Indicators	**4** Exemplary level of development and implementation	**3** Fully functioning and operational level of implementation
Grades K – 6	❑ Students participate in multiple age-level-appropriate career awareness and beginning exploration activities annually.	❑ Students participate in at least one age-level-appropriate career awareness and beginning exploration activity annually.
Grade 7	❑ The CTE Intro career development activities are sequenced throughout the CTE Intro course and have become an integral part of the CCGP. Evidence is gathered to determine the effectiveness of the CTE Intro course using USOE-developed instruments as they become available. ❑ Counselors participate fully as members of the CTE Intro team.	❑ The CTE Intro career development activities are sequenced throughout the CTE Intro course and have become an integral part of the CCGP. Evidence is gathered to determine the effectiveness of the CTE Intro course using USOE-developed instruments as they become available. ❑ Counselors participate fully as members of the CTE Intro team.
Grades 8 – 12	❑ Career exploration and development activities are fully developed and provided for all students at multiple times during each grade level. ❑ Career exploration and development activities use an ACSCI-approved Career Information Delivery System (CIDS) at each grade level. ❑ Students have multiple opportunities to explore CTE Pathways in addition to the traditional exploration searches using the tools in an ACSCI-approved (CIDS). ❑ There is evidence of next-step planning activities for all students. ❑ Every student has been provided with age-level-appropriate assistance in next-step planning and in developing employability skills, job-seeking and-finding skills, post-high school placement skills, and school success practices.	❑ Career exploration and development activities are provided for all students at each grade level. ❑ Career exploration and development activities using an ACSCI-approved Career Information Delivery System (CIDS), are provided for all students multiple times during the middle/junior high and high school levels. ❑ Students have at least an annual opportunity to explore CTE Pathways in addition to the traditional exploration searches using the tools in an ACSCI-approved Career Information Delivery System (CIDS) ❑ There is evidence of next-step planning activities for all students. ❑ A majority of students are provided with age-level-appropriate assistance in next-step planning and in developing employability skills, job-seeking and-finding skills, post-high school placement skills, and school success practices.
AI/AN	❑ Counselors, working with district Title VII personnel, are well-informed about, or are able to access information regarding, career opportunities and training programs supportive of AI/AN students.	❑ Counselors, working with district title VII personnel, are well-informed about, or are able to access information regarding, career opportunities and training programs supportive of AI/AN students.

School CCGP Team – Describe how the program has addressed recommendations from the last review:
School CCGP Team – Describe new program goals:
For a Level 4 rating, describe how the counseling team has connected this standard with the school improvement plan:

Overall rating for this standard:	4	3	2	1	0

Levels of Performance		
2 Limited development and/or partial implementation	**1** Low level of development and implementation	**0** No evidence of development or implementation
❏ Students participate in multiple age-level-appropriate career awareness and beginning exploration activities during their elementary years.	❏ Students participate in occasional age-level-appropriate career awareness and beginning exploration activities.	❏ Students participate in no age-level-appropriate career awareness and beginning exploration activities.
❏ The CTE Intro Career Development activities are sequenced throughout the CTE Intro course, with some involvement of the school counselors. Some measures of effectiveness have been implemented.	❏ The CTE Intro Career Development activities are sequenced throughout the CTE Intro course, with very limited involvement by the school counselors. No measures of effectiveness have been implemented.	❏ There is no evidence that the CCGP counselors are involved with the CTE Intro curriculum. No measures of effectiveness have been implemented.
❏ Counselors have some participation in the delivery of career development activities.	❏ Counselors have limited participation in the delivery of career development activities.	❏ Counselors do not participate in the delivery of career development activities.
❏ Some career exploration and development activities are provided, but not all students at a given grade level have been reached.	❏ Few or no career exploration activities are provided for students at any grade level.	❏ There is no evidence that career exploration/development activities are provided for or coordinated by the CCGP.
❏ Students have several opportunities to explore CTE Pathways in addition to the traditional exploration searches using the tools in ACSCI-approved Career Information Delivery System (CIDS)	❏ Students have limited opportunities to explore CTE Pathways in addition to the traditional exploration searches using the tools in the ACSCI-approved Career Information Delivery System (CIDS)	❏ Students have no opportunities to explore CTE Pathways in addition to the traditional exploration searches using the tools in the ACSCI-approved Career Information Delivery System (CIDS)
❏ Some next-step planning activities are available to students.	❏ There is limited use of next-step planning activities for students.	❏ There is no evidence of next step planning.
❏ Limited resources are available for students to access for career development information. ❏ Students have been provided with some age-level-appropriate assistance in next-step planning and in developing employability skills, job-seeking and -finding skills, post-high school placement skills, and school success practices.	❏ Few resources are available for students to access career development information. ❏ Few students have been provided with age-level-appropriate assistance in next-step planning and in developing employability skills, job-seeking and -finding skills, post-high school placement skills, and school success practices.	❏ No resources are available for students to access career development information. ❏ There is no evidence provided of assistance to students in next-step planning and in developing employability skills, job-seeking and -finding skills, post-high school placement skills, and school success practices.
❏ Counselors are somewhat aware of information regarding career opportunities and training programs supportive of AI/AN students.	❏ Counselors are not informed about and do not access information regarding career opportunities and training programs supportive of AI/AN students.	❏ Counselors provide no information regarding career opportunities and training programs supportive of AI/AN students.

Review Team – Check the boxes that indicate your evaluation of the program's level of performance.
Review Team – Describe current program strengths:
Review Team – Identify new program recommendations: